DOCUMENT RESUME

ED 197 594 CS 801 295

TITLE Schools Commission: Report for the Triennium 1976-1978, A Look at Recent Documents of Educational Significance, Document 77.

INSTITUTION Queensland Dept. of Education, Brisbane (Australia).

PUB DATE Aug 77

NOTE 8p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage

DESCRIPTORS Annual Reports; Attitudes; *Committees; *Educational Equality; *Educational Improvement; Elementary Secondary Education; Foreign Countries; *School Community Relationship; *Social Differences

IDENTIFIERS *Australia (Queensland)

ABSTRACT

This commission report consists of the recommendations made for Australian schools regarding equality, open attitudes, and the school community. The School's Commission places an emphasis on more equal outcomes from schooling. Particular stress is laid on social group disparities and attempts to mitigate them, and on social changes and their effects on desired educational outcomes. It is assumed that the adaptation of educational arrangements to the needs of children in relation to desired outcomes from schooling is more effectively achieved with active community involvement. The commission recommends that the school or learning community be allowed maximum freedom to address itself to its own problems and act on its own best judgement in alleging them. The commission also encourages more open attitudes to educational questions, organization, and structures. The report challenges the traditional balance of allocation of resources between primary, junior secondary and senior secondary levels. The report includes descriptions of the commission's multiprogram approach to the supplementary funding of state school systems. (DMJ)

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AUGUST 1978

A LOOK AT CERTAIN DOCUMENTS OF EDUCATIONAL SIGNIFICANCE

Information and Publications Branch
Department of Education Queensland

SCHOOLS COMMISSION : Report for th Triennium 1976-1978

The first Triennial Report of the Commission, under the chairmanship of Dr K.R. McInnes, tabled in the Federal Minister for Education in May 1977.

Establishment of the Commission

The Schools Commission was established by the Australian Government in 19.. It was preceded by the Interim Committee for the Australian Schools Commission which reported to the Commonwealth Government in May 1973 in a Report entitled 'Australian Schools' (the Karmel Report). The major recommendations of that Report were accepted by the Government. As a result this Report, funding for Australian schools for 1974 to 1977 was authorised by the States Grants (Schools) (1973). Other grants continued to be made in accordance with amendments to the 1972 and 1973 Acts. This last act gave $70Mm has been provided to Australian schools. A school systems for programs recommended by the AIM Committee.

The recommendations of the Interim Committee, now being implemented by the Commission, sought to improve the overall quality of schooling within a framework that would reflect the role of equality, diversity, devolution of authority, community participation and responsiveness to change. These aims have been fully endorsed by the Commission. The next Report covering recommendations for the triennium 1979-81 is the first triennial report to be prepared by the Commission.

The Role of the Commission

Emerging issues in Australian education at the present time might include those which the Commission has seen as important. These, however, even when the Commission has studied traditional patterns largely taken for granted by others, to most important of these is to the balance of resources between primary, junior secondary and secondary levels.

The Commission sees the possibilities of its role as a stimulator of action and as a facilitator in the bringing together practitioners in having considerable potential.

The Commission wishes to act, and to be seen to be acting, in partnership with educational systems. It accepts the fundamental people in its role as a supplementary rather than a major source of funds to those systems and as an agency which bears no responsibilities for running schools.

Themes

There are three basic themes of the Report:

Equality :- an emphasis on more equal outcomes from schooling, taking particular areas as social group disparities and attempts to mitigate them, and on some changes and their effects on desired outcomes.

Open attitude :- encouragement of more open attitudes to educational questions, organisation and structure.

School community :- the assertion that the provision of educational arrangements to the needs of children in relation to desired outcomes from schooling is most effectively achieved when the school is becoming community is allowed maximum freedom to achieve itself in its own particular way and can open its own best judgment in attaining them.

Quality

The Commission points out that some children and groups experience less chance to reach a standard of competence to apply them for even equal access to exceptional and the options. The difficulty of achieving more equal outcomes from schooling is pointed up in the Report in three periods that deal with large groups whose special needs may not have been or may sometimes or to fail the community and accepting that more performance is normal. Primary school children, children of immigrant and migrant, and those who live in country areas, and girls in general are five such groups.

Primary school years. Education does not tend to cause inequality at the higher levels and the Report points out that the many (1) open on a primary system.

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